Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Evolution Academy Charter School		**1101 South Sherman Street**

Mailing address line 2	City	State	ZIP Code
N/A	**Richardson**	**TX**	**75081-4852**

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
057-834	**001 Evolution Academy**	**10**	**TX- 032**	**107959814**

Primary Contact

First name	M.I.	Last name	Title
Cynthia	**A**	**Trigg**	**Chief Executive Officer**
Telephone # **972-907-3755**	Email address **cynthia.trigg@evolutionacademy.org**		FAX # **972-907-3605**

Secondary Contact

First name	M.I.	Last name	Title
Virginia	**G**	**Labbe**	**Education Service Manager**
Telephone # **972-907-3755**	Email address **virginia.labbe@evolutionacademy.org**		FAX # **972-907-3605**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	**A**	**Trigg**	**Chief Executive Officer**
Telephone # **972-907-3755**	Email address **cynthia.trigg@evolutionacademy.org**		FAX # **972-907-3605**

Signature (blue ink preferred)

Date signed

5/19/14

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	☒
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	X	☐
6	Program Budget Summary	X	☐
7	Payroll Costs (6100)	X	☐
8	Professional and Contracted Services (6200)	X	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	X	☐
11	Capital Outlay (6600/15XX)	X	☐
12	Demographics and Participants to Be Served with Grant Funds	X	☐
13	Needs Assessment	X	☐
14	Management Plan	X	☐
15	Project Evaluation	X	☐
16	Responses to Statutory Requirements	X	☐
18	Equitable Access and Participation	X	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	  (A) Replace the principal who led the school prior to commencement of the transformation model;
	  (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
	    1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    2. Are designed and developed with teacher and principal involvement;
	  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	   (A) Establish schedules and strategies that provide increased learning time; and
	   (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	NOT APPLICABLE	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Executive Summary

Evolution Academy is applying for the **Texas Title I Priority Schools (TTIPS, Cycle 3)** grant on behalf of our Richardson campus. The district will implement the **Transformation Model** for this school improvement grant. The district's TTIPS Grant will: 1) substantially improve student achievement on our targeted campus (2) implement a comprehensive school transformation program that is based on reliable research and effective practices (3) include an emphasis on parental and community involvement and 4) focus on the foundation curricula, aligned with the TEKS.

Our campus was selected by TEA because it is identified as a **Persistently Low Achieving (PLA)** campus. The Evolution Academy has been identified as one of the State's most struggling campuses **demonstrating a strong academic need**. Thus, the district plans to fully implement the Transformation Model in order to raise substantially the achievement of our students and enable the campus to make Adequate Yearly Progress (AYP) and exit improvement status.

Transformation Model

The **transformation model requires** the campus to implement the following federal requirements:

1. <u>Develop and increase teacher and school leader effectiveness.</u>
   a) Replace the principal who led the school prior to commencement of the transformation model;
   b) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
   • Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   • Are designed and developed with teacher and principal involvement;
   c) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
   d) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
   e) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. <u>Comprehensive instructional reform strategies.</u>
   a) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. <u>Increasing learning time and creating community-oriented schools.</u>
   a) Establish schedules and strategies that provide increased learning time; and
   b) Provide ongoing mechanisms for family and community engagement.
4. <u>Providing operational flexibility and sustained support.</u>
   a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Local Program Goals and Objectives

Objective 1: Improve student academic achievement tied to the state's content standards TEKS.

Performance measure: Increase number of students who exceeds the state averages on the STAAR tests in all content areas in 2015-2017 by 4%.

Strategy: Implement innovative strategies and proven methods for improving student learning. The goal of the LEA's TTIPS program is to institute practices in our school that enable ALL students to learn at the highest levels. Research on educational strategies and methods can help schools identify the best practices to accomplish this aim.

Objective 2: Provide our school principal, administrators, and teachers with additional services, programs and activities supporting professional development strategies.

Performance measure: 100% of campus staff will complete professional development activities in 2011-2014.

Strategy: Implement innovative strategies and proven methods for improving teaching. Professional development: the LEA knows that paying attention to learning for teachers and administrators is key to success. Educating teachers is one of the most important ways to improve the quality of teaching and learning.

Objective 3: Increase parental and community involvement on the campus through innovative strategies.

Performance measure: Parent involvement will increase by 15% in 2014-2017.

Strategy: Form student support alliances with parents and the community. Parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.

Assessment

The district had a variety of groups who were involved in the design of the intervention model. The groups had campus and district-level administrators, teachers, parents, paraprofessionals, Region ESC staff, external consultants, and trainers involved. The proposed project was developed from an extensive study of student, community, and campus needs. The campus has failed to have consistency in many areas due to teacher effectiveness because of staff turnover, student mobility and other major needs as noted in our *Needs Assessment section* of our application such as improved academic performance, better use of data to drive instruction, effective leadership and teachers, improved assessments and improved communication. *Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified (4 Points).*

Accountability Rating – Met Alternative Standard *(2013 Accountability Summary)* Evolution Academy:
Met Standard on all 4 Indexes, Student Achievement; Student Progress; Closing Performance Gaps; and Postsecondary Readiness. Our **System Safeguards** were Performance Rates 2 out of 20 = 10%; this was due to our Performance Rate calculations, where we only scored 2 points out of total eligible points which was 20. *The magnitude or severity of the problem is significant in nature and based on school ranking percentile. (6 Points)*

Project Management: The Project Manager will oversee and assist the TTIPS District Coordinator of School Improvement (DCSI) with the implementation of the goals and objectives of the grant; submit financial and grant progress reports; and approve budget expenditures with the business office personnel.

Performance Assessment and Evaluation: The Project Manager, TTIPS DCSI, external data analyst, staff, and partners will meet regularly specifically for the purpose of providing feedback to ensure continuous improvement. The campus will establish a scheduled timeline that coincides with the grant period. Milestones of expected accomplishments have been set to monitor the program successes and/or weaknesses.

Budget: The cost per student over the 3 years is $3,227, which is *appropriate for the results expected, size of campus, academic needs, professional development needed, and equipment/software needs. (10 Points)* The Business Office Manager will review and approve grant expenditures based on budget appropriations and submit financial reports on a timely manner. The Business Office Manager will reconcile accounts, review and prepare financial statements, conduct budget analysis, and draw down funds from the TEA web system: thus, ensuring the full Year 1 grant amount is expended in the first year of implementation.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$2,099,940	-	$2,099,940	-
Schedule #8	Professional and Contracted Services (6200)	6200	$258,500	-	$258,500	-
Schedule #9	Supplies and Materials (6300)	6300	$145,000	-	$145,000	-
Schedule #10	Other Operating Costs (6400)	6400	$43,500	-	$43,500	-
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$35,000	-	$35,000	-
Total direct costs:			$2,581,940	-	$2,581,940	-
Percentage% indirect costs (see note):			N/A	-	-	-
Grand total of budgeted costs (add all entries in each column):			$2,581,940	-	$2,581,940	-

Administrative Cost Calculation	
Enter the total grant amount requested:	*$2,581,940
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$129,097

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
$890,646	$845,647	$845,647	$2,581,940

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057-834		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1	Teacher				
2	Educational aide				
3	Tutor	4		360,000	
Program Management and Administration				
4	Project director	1		150,000	
5	Project coordinator				
6	Teacher facilitator/DCSI	1		150,000	
7	Teacher supervisor				
8	Secretary/administrative assistant	2		270,000	
9	Data entry clerk	1		105,000	
10	Grant accountant/bookkeeper	1	1	180,000	
11	Evaluator/evaluation specialist				
Auxiliary				
12	Counselor				
13	Social worker	1	150,000		
14	Community liaison/parent coordinator	1		75,000	
Other Employee Positions				
21	School Resource Officer	1		135,000	
22	Dropout Prevention Specialist	2		270,000	
23					
24			Subtotal employee costs:	$1,845,00	
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay - $100 per day for 30 days per year/ 3 years		$9,000	
26	6119	Professional staff extra-duty pay – 45 Staff @ $25 per hour/30 hours/3 years		33,750	
27	6121	Support staff extra-duty pay – Strategic Compensation Pay		120,000	
28	6140	Employee benefits		62,190	
29	61XX	Tuition remission (IHEs only)			
30		Subtotal substitute, extra-duty, benefits costs		$221,790	
31		**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		**$2,099,940**	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Data analysis - $2,000 per year, links students to teacher info	☐	$6,000	
2	Student data analysis -- 800 students @ $3.75	☐	9,600	
3	TEDS data analysis @ $1,800 per year	☐	5,400	
4	Assessment Planning	☐	5,000	
5	Best Practice Adolescent Literacy for At-Risks Students	☐	5,000	
6	Advisor/ Advisee Mentoring Model	☐	5,000	
7		☐		
8		☐		
9		☐		
10		☐		
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$36,000	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: AVID -- School Reform Process		☐ Yes, this is a subgrant
Describe topic/purpose/service: AVID -- School Reform Process @ $50,000 per year		

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs:	# of positions:	$150,000	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$150,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service: Teacher and Principal Evaluation Program		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: Teacher and Principal evaluation system @ $7,500 year			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$22,500	
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
		Total budget:	$22,500	

	Specify topic/purpose/service: CTE Lesson/ Course Design		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service: CTE Student Endorsement Courseware			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$50,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$50,000	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Grant Amount Budgeted	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$222,500	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$222,500	
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$36,000	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	-	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	-	
	(Sum of lines a, b, c, and d) 3-Year Grand total	$258,500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 057-834				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Computers/Tablets	Support TTIPS, Cycle 3	75	$500	$65,000	-
	2	Document Cameras	Support TTIPS, Cycle 3	5	1,500		
	3	Printers	Support TTIPS, Cycle 3	5	1,500		
	4	SmartBoards w/Projectors	Support TTIPS, Cycle 3	5	2,500		
	5						
6399	Technology software—Not capitalized					$45,000	
6399	Supplies and materials associated with advisory council or committee					-	
Subtotal supplies and materials requiring specific approval:							
Remaining 6300—Supplies and materials that do not require specific approval:						35,000	$
3-Year Grand total:						$145,000	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$21,000	
	Specify purpose: Out of state travel for TTIPS related conferences and workshops/ site visits @ $7,000 per year @ 3 years.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$22,500	$
	3-Year Grand total:	**$43,500**	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 057-834			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Library books for the campus to support Reading/ELA	N/A	N/A	$15,000	
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	Electronic Library books and APPS for the campus to support Reading/ELA		$	$20,000	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	$35,000	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 057-834			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			800	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	350	43%	Attendance rate	75%
Hispanic	350	43%	Annual dropout rate (Gr 9-12)	48%
White	95	13%	Annual graduation rate (Gr 9-12	66%
Asian	5	1%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	45%
Economically disadvantaged	540	68%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	43%
Limited English proficient (LEP)	50	6%	Students taking the ACT and/or SAT	15%
Disciplinary placements	DNA	0%	Average SAT score (number value, not a percentage)	846
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	35	77%	No degree	0	0%
Hispanic	4	9%	Bachelor's degree	34	76%
White	6	19%	Master's degree	10	22%
Asian	0	0%	Doctorate	1	2%
1-5 years exp.	15	33%	Avg. salary, 1-5 years exp.	$43,046	N/A
6-10 years exp.	25	56%	Avg. salary, 6-10 years exp.	$45,031	N/A
11-20 years exp.	3	7%	Avg. salary, 11-20 years exp.	$47,603	N/A
Over 20 years exp.	2	4%	Avg. salary, over 20 years exp.	$62,011	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											175	200	200	225	800
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											175	200	200	225	800

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											10	15	10	10	45
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											10	15	10	10	45

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and campus administrators reviewed all related documentation in order to understand the goals and objectives of the TTIPS, Cycle 3 grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the *TTIPS Leadership team* (Superintendent, Campus Principal, Counselor, Staff, and Teachers) met to discuss the grant and its implications. *The proposed project is appropriate, and will successfully address low performing academic areas. (6 Points)*

We also held several meetings with our staff, parents, students, and community stakeholders during the previous months. This group reviewed multiple measures of data including student achievement data, prior year STAAR data, student demographic data, student attendance, student survey's parental involvement data, social services provided, and other pertinent data. The data was then reviewed by the entire school community - administrators, teachers, staff, families, and community members - in order to develop school improvement goals that are based on data and supported by all stakeholders.

The Leadership team brainstormed about the campus needs, identified activities, reviewed tracking and monitoring needs, and identified necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to make an increase in the low performing content areas to transform this low-performing campus into a higher-achieving community-based school within the proposed 3-year funding cycle.

After this brainstorming meeting was held, the team completed a *Comprehensive Needs Assessment (CNA)* tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, identification of lead teachers, and the need for a more job-embedded professional development plan.

Moreover, the team members also reviewed personnel needs. The team determined that the Principal, who was recently appointed to her position for the 2012 school year. Therefore, as per the flexibility allotted by the *U.S. Department of Education (USDE)* in the continued implementation of the intervention model with **TTIPS, Cycle 3 grant funds**, it was decided that the Principal of this campus would not be replaced at this time. Moreover, the teachers who received favorable evaluations in March 2014 have already been invited to continue their employment during the 2014-2015 school year. Therefore, all of these teachers will be retained. However, more specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with prospective candidates and will be kept in their personnel file. The district will utilize rigorous, transparent, and equitable evaluations.

CNA Review: Checklist for CNA included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population to the proposed targeted campus; and 4) all grade levels were reviewed along with the identified low performing group.

The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The selected **Transformation Model** matches the needs identified in the CNA. Therefore, the campus scheduled this type of school improvement model.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and the TTIPS Leadership team prioritized are needs in the following order:

1) **Improve Academic Achievement:** Due to our Accountability Rating of **Improvement Required**, the campus's major need is to improve our academic STAAR scores in all content areas, especially Reading/English Language Arts and Math.

2) **Improve Teacher Quality:** Funds are needed to provide our teachers with professional development and other needed resources in order to provide students with additional one-on-one assistance, allowing the campus to double block classes; thus, providing students more time on task, and providing extended learning time.

3) **Improve Parental Involvement:** Research has proven parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.

4) **Improve School Climate:** The campus suffers both a high teacher turnover rate and a low daily attendance rate. Funds will be needed to assist the district in developing a plan to improve the campus school climate.

5) **Improve Campus Technology:** The district needs to update our campus technology so that our students can become global learners, even in rural Texas.

The stakeholders who participated in our assessment process were the following:

School Board/Community Members - School Board Members and community members relayed their concerns on a daily basis and regularly during school board meetings, parent meetings, community functions, athletic events, etc. All concerns from parents and community members along with district and campus personnel issues were factors considered when determining campus needs for the Campus Needs Assessment (CNA).

Superintendent - Held meetings and conferences throughout the school year with Principal, community members, and parents on various academic and infrastructure campus needs. These concerns were addressed in the School Culture and Leadership sections of the CNA. He met throughout the school year with the Principal to review academic needs, review instructional materials and assessments, and hold training meetings with the teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when working on the CNA instrument.

Principal - Had parent, teacher, student, counselor, and paraprofessional meetings, conferences, and walkthroughs during the school year. The Principal also communicated/corresponded through emails, newsletters, and flyers to have an up-to-date assessment of needs. In addition, the Principal reviewed various data reports to desegregate the student and teacher gaps, barriers, and weaknesses. Her input was essential when designing the Leadership Effectiveness component.

Teachers - Their class, campus, student, and parents' needs were important to be considered when devising a plan on how to raise academics for the next 3 years and thereafter. Their input helped design the teacher quality section of the CNA as well as this grant proposal.

Students - Were at the forefront of the reason the campus is in existence. Therefore, their direct guidance on understanding how a student feels, thinks, and acts were important when designing a program to best address their needs particularly in helping to address the focus of improving school climate. Their needs were considered in the CNA.

Parents - Were very involved and were eager to share their recommendations and many times speak for the group. Therefore, their concerns were important to be considered when addressing the Parent and Community Involvement needs of the CNA.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 Points) In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The district utilized the needs assessment that was conducted during the planning phase to identify barriers and develop solutions.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 057-834		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Improve Academic Achievement**	Funding through the TTIPS, Cycle 3, will address **_Improved Academic Achievement_** by funding activities relating to the grant's *Critical Success Factors and Milestones* including data-driven instruction, curriculum alignment and ongoing monitoring of instruction. Funding for professional development, RtI programs and technology will also address this need.
2.	**Improve Teacher Quality**	Funding through the TTIPS, Cycle 3, will address **_Improved Teacher Quality_** by funding activities relating to the grant's *Critical Success Factors and Milestones* including locally developed appraisal instruments, ongoing job embedded professional development, and recruitment and retention strategies.
3.	**Improve Parental Involvement**	Funding through the TTIPS, Cycle 3, will address **_Improved Parental Involvement_** by funding activities relating to the grant's *Critical Success Factors and Milestones* including increased opportunities for input, effective communication and accessible community services. Funding for a parent liaison and other community activities will also address this need.
4.	**Improve School Climate**	Funding through the TTIPS, Cycle 3, will address **_Improved School Climate_** by funding activities relating to the grant's *Critical Success Factors and Milestones* including increased attendance, decreased discipline referrals, and increased involvement in extra and co-curricular activities. Funding for a parent liaison and other community activities will also address this need.
5.	**Improve Campus Technology**	Funding through the TTIPS, Cycle 3, will address **_Improved Campus Technology_** by funding activities relating to the grant's *Critical Success Factors and Milestones* including improving academic performance in Reading/ELA and Math. Funding for technology will upgrade the technology students' access so that they can become global learners.

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Schedule #14—Management Plan		
County-district number or vendor ID: 057-834		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The responsibilities of DCSI will include: oversight of the transformation process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assisting in eliminating any LEA-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, the DCSI will be required to attend all meetings/professional development sessions throughout the duration of the transformation process.
2.	Superintendent	Is the CEO and responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.
3.	Campus Principal	The campus principal will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.
4.	Project Manager	This position will bring a great deal of experience in technology programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.
5.	All Levels of District and Campus Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.
6.	External consultants	All external consultants will be qualified and experienced in their areas of expertise in the areas of professional development, program development, evaluation, implementation, and data analysis. All of the district's procedures for hiring external consultants will be observed and followed.
7.		*The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (3 Points)*

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External consultants are of sufficient quality to ensure successful implementation (5 points). As per Federal Statutory Requirements, the campus will recruit, screen, and select external providers based on our CNA findings, past effectiveness of training provider, and cost effectiveness. External providers not currently selected but who have demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority.

As per the grant's model options, the campus has opted to use the **Transformation Model** with *the Texas Center for District and School Support's (TCDSS)* services as an external provider. The purpose of TCDSS is to work in conjunction with the Texas Education Agency to improve student performance. TCDSS provides schools with information, clarification, resources, and technical assistance, and training regarding the school improvement process.

The goals of the *Texas Center for District and School Support* include developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance.

The *Texas Center for District and School Support* offers the following services:
- Provides information and clarification regarding Title I, School Improvement requirements;
- Conducts needs assessments through on-site visits;
- Assists school personnel in developing and implementing an effective Campus Improvement Plan;
- Assists school administration in selecting a Campus Administrator Mentor (CAM) or Technical Assistance Provider (TAP) who will insure the Campus Improvement Plan is being followed, monitored and modified;
- Serves as a resource for schools and for CAMs and TAPs as schools implement their Campus Improvement Plans
- Manages the CAM and TAP application process and provides training for approved applicants;
- Oversees the approval and renewal process for Supplemental Education Services providers for schools moving into years 2-5 of the school improvement process;
- Offers conferences with "Best Practices" that will accelerate the improvement process on a campus;
- Provides networking opportunities for School Improvement Campuses with Distinguished Schools at Best Practice conferences; and
- Creates publications to assist improvement.

AVID, **Advancement Via Individual Determination**, is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other ᴸ postsecondary opportunities. Established more than 30 years ago with **one teacher in one classroom** AVID today, impacts more than 700,000 students in 45 states and 16 other countries/territories.

What AVID Does - Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education.

How AVID Works - AVID brings research-based strategies and curriculum to educational institutions in **elementary**, **secondary** and **higher education**. The AVID System annually provides more than 30,000 educators with **training** and **methodologies** that develop students' critical thinking, literacy, and math skills across all content areas **throughout the entire campus**, in what we call Schoolwide AVID.

AVID: Teaches skills and behaviors for academic success; Provides intensive support with tutorials and strong student/teacher relationships; Creates a positive peer group for students; and Develops a sense of hope for personal achievement gained through hard work and determination

As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students.

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Schedule #14—Management Plan (cont.)	
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will solicit feedback and monitor progress on an on-going basis. The campus staff will use the information gathered to provide for continuous improvement of the project. The Project Manager, District Coordinator of School Improvement (DCSI), and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program, as the stakeholders deem appropriate. The absolute priority is for the campus to meet and exceed the state and local academic standards. (*The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed. (6 Points)*

The district and campus will track the progress towards meeting the Critical Success Factors and milestones through Quarterly Implementation Reports. Tracking these Critical Success Factors are important because they reflect the necessary behavior changes that must be demonstrated by students at the campus and by adults working on their behalf. The utilization of the Quarterly Implementation Reports demonstrates the campus' commitment to ensuring it meets AYP and exits improvement status. Quarterly Implementation Reports, End-of-Year Reports, and Final Evaluation will address the following;

- The extent to which the activities of the project were implemented as planned:
- The effectiveness of the activities in achieving the goals and objectives of the project;
- The impact of the project activities on the participants; and
- The extent to which the performance targets were met.

(The campus has processes in place for providing on-going monitoring of grant activities to ensure continuous improvement as well as processes for formative evaluation and data collection, including how each will be used to improve instruction. The design of the proposed project reflects up-to date knowledge from proven research and effective best practices. (5 Points)

The targeted campus staff will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). The campus will evaluate the degree of planning, implementation of the project, degree of collaboration, level of staff development training, and level of curriculum and instruction that was utilized. All evaluation reports will be in the format as requested by TEA. The campus agrees to collect and provide the following mandatory performance measures:

- Reform/Improvement Activities;
- Annual Performance Goals; and
- Quarterly Implementation Reports.

Information collected will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from progress reports and report cards will be used to gauge participants' academic improvement throughout the grant period. Monitoring will occur through demographic and testimonial information gathered from program participants, parents, staff, collaborating agencies, and the community.

Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis to yield feedback to the Principal, Project Manager, District Coordinator of School Improvement (DCSI), and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above will provide the ability for team members to examine the effectiveness of the project strategies. (*The methods of evaluation provide for examining the effectiveness of project strategies. (4 Points)*

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the Spring of 2014, the district applied for and received funding through the *1003(a) Priority and Focus School Grant.* The funding for this program will be used in combination with our proposed TTIPS grant program due to the fact that the goals, objectives and strategies are comparable to the TTIPS program. Also funding for our TTIPS program will be sustained with funding from in-kind contributions, community contributions, Title I, Part A, Title II, IDEA, ERate, and local funding. We will also utilize funding from other state funded competitive and non-competitive programs. (*The proposed project will be coordinated with similar or related efforts utilizing existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (4 Points)*

Evolution Academy's goal in applying for grant funds is to **build capacity in school personnel** to continue successful school improvement strategies. The gradual release built into the three years of grant funding is predicated on initially building the knowledge and skills necessary, receiving coaching and participating in professional learning communities to learn to apply skills, taking ownership of the process, building purposeful **Continuous Improvement Plans** based on student data, and moving to independently sustaining the process as the support diminishes and the school moves towards advancing the process on our own.

Programs provided by **external providers** will be evaluated based on multi-level data, including C-BAM to measure changes in school, classroom, student and overall program, and input from external partners, school participants, and other leaders. The primary goal for the evaluation system will be to foster an environment of continuous improvement. The data collected through evaluation will be used by the school and provider to review and revise - on an ongoing basis – the approaches used to improve student learning. The campus principal will ensure that assessment of each provider's services will be ongoing. Ongoing assessment, as well as ongoing communication will be documented and include the following: immediate evaluations of particular training sessions or on-site consulting visits, regular debriefings between school leaders, representatives and provider staff; time in regular staff meetings to discuss the staff's impressions of the provider's services, and structured reviews of progress.

Evolution Academy currently has staff members who provide **technical support and oversight** concerning the school's improvement process. The school's improvement model, as outlined in the Continuous Improvement Plan, includes the requirement of data-driven decision making, selection and use of scientifically research-based programs, frequent monitoring of improvement strategies and actions, and a process of reflection and adjustment. Evolution Academy is committed to an appropriate level of support and oversight for our TTIPS campus in order to sustain reform efforts.

Lead/Intervention teachers will be employed at our TTIPS campus to implement selected reading and math intervention programs. Through improved instructional practices and a focus on utilizing individual student data to design instruction, teachers will attain the necessary tools to effectively differentiate instruction in core classrooms to meet the needs of students without additional intervention staff. Based on the evaluation and both formative and summative student data, the LEA will assess the need to continue intervention services.

The district and campus have a history of **coordinating funds to better serve the needs** of their teachers and students. A close relationship has been established between the campus and various training institutions to provide quality service to the teachers and students well after the funding period ends. Moreover, during the initial planning meetings for the development of this grant, all members agreed that planning for program continuation should be a **top priority** while developing the proposal. All partners agreed to work together to establish ways and means of continuing this comprehensive plan at the end of the grant period.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that the program **continues after the grant period**, the campus will actively look for funding sources that help support and sustain this program over an extended period of time. The campus' plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

As per Federal Statutory Requirements, the campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan will include a procedure to include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period:

- Make better use of existing resources;
- Maximize federal, state, and local revenue;
- Create more flexibility in existing streams;
- Continue building public-private partnerships; and
- Generate newly dedicated revenue.

The campus will continue to utilize, as in-kind contribution, their current supplemental software, books, computers, rooms, and facilities to provide assistance to continue the concept of the Texas Title I Priority School Program beyond the funding cycle. Technology equipment purchased through federal and state funds will also be utilized to allow teachers and students to use the computer equipment during and beyond the regular instructional schedule. Professional development training will be offered and will be a tremendous resource that will aid in sustaining the plan during and beyond the grant cycle.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Eduphoria-assessment disaggregation to analyze formative and summative assessments; compare to STAAR results and progress on content standards (TEKS)	1.	Critical Success Factor 1. Improve Academic Performance: a. Data-Driven Instruction.
		2.	Critical Success Factor 1. Improve Academic Performance: b. Curriculum Alignment (both horizontal and vertical.
		3.	Critical Success Factor 1. Improve Academic Performance: c. On-going Monitoring of Instruction.
2.	Weekly planning meetings with teachers to discuss program implementation and student progress by grade level.	1.	Critical Success Factor 7. Increase Teacher Quality: a. Locally Developed Appraisal Instruments
		2.	Critical Success Factor 7. Increase Teacher Quality: b. On-going Job Embedded Professional Development
		3.	Critical Success Factor 7. Increase Teacher Quality: c. Recruitment and/or Retention Strategies
3.	Monthly PLC meetings to measure progress toward quarterly goals and program implementation vertically.	1.	Critical Success Factor 3. Increase Leadership Effectiveness: a. On-going Job Embedded Professional Development
		2.	Critical Success Factor 3. Increase Leadership Effectiveness: b. Operational Flexibility
		3.	Critical Success Factor 3. Increase Leadership Effectiveness: c. Resource and Data Utilization
4.	Observation and Walkthroughs on a scheduled basis.	1.	Critical Success Factor 7. Increase Teacher Quality: a. Locally Developed Appraisal Instruments
		2.	Critical Success Factor 7. Increase Teacher Quality: b. On-going Job Embedded Professional Development
		3.	Critical Success Factor 7. Increase Teacher Quality: c. Recruitment and/or Retention Strategies
5.	Surveys based upon info required for performance report Indicators. Survey will follow up on issues from interviews and focus groups.	1.	Critical Success Factor 5. Increase Parent/Community Involvement: a. Increased Opportunities for Input
		2.	Critical Success Factor 5. Increase Parent/Community Involvement: b. Effective Communication
		3.	Critical Success Factor 5. Increase Parent/Community Involvement: c. Accessible Community Services

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Overview of the Data Collection Process   The TTIPS Grant project Data Collection Process consists of five steps: 1) data collection; 2) data entry; 3) data storage; 4) data statistical analysis; and, 5) data reporting.

Types of Data Collected. Data collection is based on the TTIPS Grant's stated Goals, Performance Indicators, Project Outcomes, and Measurable Indicators as delineated in the project design. Data collection is based on the measurable indicators in the design. Planned data collection includes:

- STAAR Test Scores; - School Grades; - School attendance; - Project activity attendance; - Number and severity of disciplinary actions; - Stakeholder and participant opinions about Project benefit and quality; - Number of participants served; and - Program activities.	- Teacher opinions about Project effects on classroom performance, behavior, participation, grades, and homework completions. - Outcomes for community members (jobs found, work skills gained, other skills gained, etc.). - Other data as requested or needed by Project Management.

The data will be collected as it becomes readily available by the state, LEA, and campus. Once the LEA receives the information, the staff will meet to disseminate the data and identify a variety of factors. More importantly, from the data collected and analyzed by the committee, a plan of action will be developed to address curriculum, student level decision making, and monitoring process implementation.

Information will come from a multitude of sources such as: AEIS, STAAR scores, benchmark data, ACT/SAT, previous year STAAR data, graduation rate, completion data, accumulation of credits, dropout data, frequent interviews by the project funded consultant, TCDSS, principal, internal facilitators, teachers, parents, central office staff and students; classroom and school observations. Parent and community climate survey; school climate questionnaires; student engagement survey; and the required school portfolio. Board members will also be interviewed. Other products used will be meeting minutes, newsletters, reports generated by committees, as well as the effectiveness of the dissemination process.

The data will be disaggregated by the TTIPS Leadership team, teachers, regional service center, TCDSS, students, and the administrator. The data will be used to identify areas of needs, improvement areas, trends, student achievement, and other statistical information. The data will be utilized to better serve the students to address curriculum, student level decision making, and monitoring process implementation. All stakeholders will have working knowledge of student data reports to improve the quality of instruction and each student's performance. Teachers will focus on the teaching objectives and individual student expectations of each learner. Additionally, our learners will be intricate partners in their education.

Quantitative data collection includes; Mid-year and annual site visits and summary documents; analysis of student work and student achievement data; attendance rates; STAAR passing, State Assessment proficiency and exemption rates; graduation and completion rates; AP participation and credit rates; SAT/ACT scores and the percentage of students on grade level in each content area. In addition to these measures, the project will also be monitored for continuous improvement focuses on student achievement. All decisions for continuous improvement will be data driven and implemented to ensure student success. All data will be provided and collected by the TTIPS Leadership team. (*The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (4 Points)*

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Schedule #16—Responses to Statutory Requirements	
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Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements		
County-district number or vendor ID: 057-834	Amendment # (for amendments only):	

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Improve Student Achievement in Reading/ELA; implement a data-driven reading program.	08/14	07/17
			B. Improve Student Achievement in Mathematics; implement a data-driven math program.	08/14	07/17
			C. Improve Student Achievement in Science; implement a data-driven science program.	08/14	07/17
			D. Improve Student Achievement in Social Studies; implement a data-driven social studies program.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Develop data-driven instruction for all content areas.	08/15	07/17
			B. Develop curriculum alignment both horizontal and vertical.	08/15	07/17
			C. Develop a process for on-going monitoring of instruction.	08/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Increase the percentage of teachers using data to improve instruction by 25% per year.	08/14	07/17
			B. Improve ongoing data communication between staff through staff meetings, email.	08/14	07/17
			C. Increase the percentage of teachers and staff trained on data disaggregation techniques by 25% per year.	08/14	07/17
			D. Develop processes to make appropriate decisions based on data.	08/14	07/17
			E. Increase the amount of time teachers are using data during team planning.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Provide data disaggregation training to all campus staff.	08/15	07/17
			B. Instruction determined by data-driven decisions.	08/15	07/17
			C. Utilize all available data to drive classroom instruction.	08/15	07/17
			D. Increase the use of data to drive instruction through on-going communication.	08/15	07/17
			E. Analyze data from feeder campuses over a period of time.	08/15	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Provide name and date of hire for principal or date of anticipated replacement:*	08/01/14	DNA
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	08/14	07/17
			B. Increase the number of teachers and staff attending high-quality, job-embedded professional development.	08/14	07/17
			C. Increase the number of teachers and staff changing instructional practices resulting from professional development.	08/14	07/17
			D. Increase on-going job embedded professional development.	08/14	07/17
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	08/15	07/17
			B. Increase the number of teachers and staff attending high-quality, job-embedded professional development.	08/15	07/17
			C. Increase the number of teachers and staff changing instructional practices resulting from professional development.	08/15	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Provide operational flexibility to increase leadership effectiveness.	08/15	07/17
			B. Increase the number of teachers and staff attending high-quality, job-embedded professional development.	08/15	07/17
			C. Increase leadership effectiveness through resource and data utilization.	08/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Increase learning time through flexible scheduling.	08/14	07/17
			B. Increase learning time through instructionally-focused calendars.	08/14	07/17
			C. Increase learning time through staff collaborative planning.	08/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Increase the total number of school hours during the day to include additional time for instruction in core academic subjects.	08/15	07/17
			B. Increase the amount of one on one time for students in all content areas.	08/15	07/17
			C. Close the instructional gap through intensive remediation in all content areas.	08/15	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Develop career oriented project based learning with ross curricular integration of core subjects.	08/15	07/17
			B. Increase project-based education excursions as an enhancement tool for classroom learning.	08/15	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Increase learning time through staff collaborative planning.	08/15	07/17
			B. Develop professional learning communities through training, workshops, staff meetings, etc.	08/15	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Increase the number of partnerships with community and social service organizations to extend support to parents.	08/14	07/17
			B. Increase the total number of parents participating in school sponsored activities and organizations.	08/14	07/17
			C. Increase the number of workshops for parents on curriculum and test prep resources.	08/14	07/17
		2. Provide ongoing mechanisms for community engagement	A. Increase parental involvement through increased opportunities for input.	08/15	07/17
			B. Increase parental involvement through effective communication.	08/15	07/17
			C. Increase parental involvement through accessible community services with the assistance of a parent liaison.	08/15	07/17

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 057-834			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Increase the total number of students receiving counseling services.	08/15	07/17
			B.Increase the total number of students participating in extended tutorial school activities.	08/15	07/17
			C. Decrease the number of discipline referrals.	08/15	07/17
			D. Increase attendance by providing students positive support services.	08/15	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	08/14	07/17
			B. Increase the number of teachers and staff attending high-quality, job-embedded professional development.	08/14	07/17
			C. Increase the number of teachers and staff changing instructional practices resulting from professional development.	08/14	07/17
			D. Increase on-going job embedded professional development.	08/14	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Develop a principal and teacher evaluation system that is rigorous, transparent and equitable using multiple factors.	08/15	07/17
			B. Increase the number of teachers and staff attending high-quality, job-embedded professional development.	08/15	07/17
			C. Increase the number of teachers and staff changing instructional practices resulting from professional development.	08/15	07/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Increase teacher quality through on-going job embedded professional development.	08/15	07/17
			B. Increase the percentage of teachers using data to improve instruction.	08/15	07/17
			C. Increase the percentage of teachers and staff trained on data disaggregation techniques.	08/15	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Increase teacher quality through recruitment and retention strategies.	01/15	7/17
			B. Provide a performance incentive for teacher who complete identified benchmarks.	01/15	7/17
			C. Provide extra-duty pay for staff participating in professional development, Saturday trainings, etc.	01/15	7/17

Schedule #16—Responses to Statutory Requirements						
County-district number or vendor ID: 057-834				Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)-- Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.						
CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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Schedule #16—Responses to Statutory Requirements						

| County-district number or vendor ID: 057-834 || Amendment # (for amendments only): |||

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Turnaround Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. **NOT APPLICABLE**		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. **NOT APPLICABLE**		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

	Schedule #16—Responses to Statutory Requirements			

County-district number or vendor ID: 057-834		Amendment # (for amendments only):		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		

Schedule #16—Responses to Statutory Requirements				
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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

Schedule #16—Responses to Statutory Requirements				
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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	**Turnaround Principle**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	A. **NOT APPLICABLE**		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per **Federal Statutory Requirements**, the district staff feels confident that they have the **capacity and commitment** to provide adequate resources and related services to the campus to implement, fully and effectively, the required activities of the school intervention model. The district has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project. (***The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (3 Points)***

Campus Support: Our administration will require the campus staff to document that a minimum of 65% percent of the faculty support involvement and agree to implement the key practices of the Transformation Model. The campus will appoint a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district and campus support for the initiative, and participate in all required training. All campus faculty and administrators will participate in all staff development held at the school.
Teachers and Principal Support: As part of the Transformation Model, TCDSS will provide teacher leaders and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The TCDSS workshops will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. TCDSS school improvement consultants will provide continuous on-site, electronic and telephone support.
Superintendent and School Board Support: The campus plans to involve employers and post-secondary institutions in the implementation of a school and work-based program to prepare students for employment and post-secondary education.
Evolution Academy has the capacity to use grant funds to provide adequate resources and related services and support to the campus to implement, fully and effectively, the required activities of the school intervention model.
Factors associated with capacity are: **Evolution Academy:**
- Has staff qualified for a restructuring team;
- Is willing to take extreme action in failing schools;
- Is willing to bring in outsiders if needed for student learning;
- Is willing to require administrative staff to make changes to support restructured schools;
- Is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.

Leadership is crucial for effective, lasting school improvement. Although research has established that strong, competent principals are vital for high-performing schools (Hallinger, 2003; Leithwood, 1994), attention is turning increasingly to the importance of effective LEA leadership and their contributions to school improvement.
- Providing support for quality leadership;
- Developing and maintaining positive relationships;
- Providing policymaking and budgetary decisions that support improvement;
- Engaging in ongoing evaluation of the administration as well as self-evaluation;
- Engaging in training and professional development.

Effective district leadership can enhance the success of a school. The research highlights some important factors that LEA's should consider when making decisions about school improvement efforts. Effective leadership provides support for quality leadership, establish positive relationships with community and school stakeholders, set policies and budgets that support improvement, engage in ongoing evaluation, and participate in professional development.
Evolution Academy is committed to assist our school to fully implement the proposed school improvement activities and is dedicated to doing whatever it takes to make students successful.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable. The district does not anticipate pre-implementation activities at this time.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057-834	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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